

VI. SUGGESTED PARAPROFESSIONAL STANDARDS AND COMPETENCIES

When these standards are met, paraprofessionals will effectively support and extend instruction and services, thereby increasing student learning.

The following is a list of standards and competencies designed to assist paraprofessionals in meeting the criteria for ESEA requirements for paraprofessionals from the *No Child Left Behind* Act, and Individuals with Disabilities Education Act (IDEA 2004).

These standards can also be used to direct training programs for paraprofessionals. When these principles are met, paraprofessionals will

effectively support and extend instruction and services, thereby increasing student learning.

Standards and Competencies

Standard 1: Preparation and Content Knowledge

The effective paraprofessional consistently assists in the implementation of meaningful learning experiences for all students and consistently demonstrates competency in content area(s) to develop student knowledge and performance.

KNOWLEDGE COMPETENCIES

K1 Individual proficiency in basic reading

K2 Individual proficiency in basic writing

K2 Individual proficiency in basic math

SKILL COMPETENCIES

S1 Follow and carry out teacher/provider plans for strengthening academic skills (reading, writing, math) for school-age learners

Standard 2: Instructional Strategies

The effective paraprofessional understands and uses a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills.

KNOWLEDGE COMPETENCIES

K1 Awareness of different methods that are used by teachers/providers to accommodate an individual's learning needs (e.g., reading, writing and math)

K2 Awareness of developmentally and age-appropriate reinforcement techniques to facilitate the learning of children and youth with different needs (reading, writing, math)

SKILLS COMPETENCIES

S1 Use developmentally and age-appropriate strategies, equipment, materials and technologies as directed by teacher/provider

S2 Use computers and other instructional technology in a purposeful manner to assist instruction and facilitate learning in areas of reading, writing and math
S3 Use strategies as directed to facilitate effective integration into various settings (e.g., libraries, computer labs, lunchrooms, playgrounds and buses)
S4 Use adaptive equipment and assistive technology prescribed by teachers/providers and other professional practitioners
S5 Assist teachers/providers with modifying learning materials and activities to meet the needs of individuals with different ability levels, learning styles, or language backgrounds (i.e., reading, writing, math)

Standard 3: Environment for Learning

The effective paraprofessional consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility and active engagement in learning and self-motivation.

KNOWLEDGE COMPETENCIES
K1 Awareness of basic procedures for protecting the safety, health and well-being of learners and staff
K2 Awareness of laws, policies and procedures for reporting suspected physical, sexual and psychological child abuse
K3 Awareness of procedures for managing behavior and disciplining all children and youth
K4 Plan for smooth transitions between activities and environments
SKILL COMPETENCIES
S1 Implement proactive behavior and learning strategies developed by teachers/providers that maintain supportive and inclusive learning environments
S2 Develop and maintain effective interaction with a wide diversity of learners
S3 Carry out teacher/provider-developed proactive behavioral strategies
S4 Use teacher/provider-developed positive behavioral and instructional strategies and procedures that facilitate the learning of children and youth with challenging behaviors and diverse learning styles
S5 Follow and use prescribed district/agency policies and procedures to ensure the safety, health, and well-being of learners and staff
S6 Use universal health precautions for preventing illness and infections and proper body mechanics for lifting learners and heavy objects
S7 Perform emergency first aid and CPR procedures

Standard 4: Student Assessment and Progress Monitoring

The effective paraprofessional understands the importance and relevance of appropriate assessment strategies to support continued student growth and to inform instruction.

KNOWLEDGE COMPETENCIES
K1 Awareness of different kinds of assessment based on student's needs
K2 Awareness of the reasons for conducting different types of evaluations and assessments (standardized, informal, criterion-referenced) to assess learner's strengths and needs in areas of reading, writing and math

SKILL COMPETENCIES
S1 Use assessment instruments developed by teachers/providers to document and maintain data (reading, writing, math, behavior management programs)
S2 Under the direction of teacher, assists with administration of standardized tests based on state/district/agency policies, the protocol for conducting the test, and the paraprofessional's qualifications for carrying out the task
S3 Record relevant information about learners using graphs and charts to assist in the learning process (i.e., reading, writing, math)

STANDARD 5 : COLLABORATIVE RELATIONSHIPS

The effective paraprofessional understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians and the community to support student learning and well-being.

KNOWLEDGE COMPETENCIES
K1 Understand the value of team approach to the delivery of education and related services for learners and their families
K2 Understand federal, state, and district/agency policies, regulations and practices connected with paraprofessionals employment, roles, supervision and preparation
K3 Understand the distinctions in the roles and responsibilities of teachers/providers, families, paraprofessionals and other team members in identifying learner needs, developing plans to meet learner needs, and implementing programs to achieve learner goals
K4 Awareness of problem-solving and decision-making strategies that strengthen program planning teams and program implementation teams
K5 <i>Understanding the distinctions in an Individualized Education Program (IEP), teacher/provider and paraprofessionals roles in developing curriculum content, learning strategies, and modifying learning programs to meet the needs of individual and groups of children and youth</i>
SKILL COMPETENCIES
S1 Use copy machines, computers, technology and other equipment to prepare learning materials and resources
S2 Follow teacher/provider instructions and carry out team decisions
S3 Interact constructively with and demonstrate respect for learners, families, and other school/agency personnel
S4 Contribute relevant objective information to teachers/providers to facilitate planning, problem solving, decision making, and engage in flexible thinking
S5 Participate in program planning team meetings, i.e., school-wide planning meetings, school improvement plans
S6 Demonstrate sensitivity to diversity in cultural heritages, lifestyles, and value systems among children, youth, and families (recognition of Indian Education for ALL)

Standard 6: Professional Responsibilities

The effective paraprofessional engages in professional responsibilities and growth.

KNOWLEDGE COMPETENCIES

K1 Understanding of the civil, legal, and human rights of children, youth and their families (i.e., safe schools, confidentiality, FERPA)

K2 Awareness of state and district standards for professional and ethical conduct for all personnel

K3 Awareness of chain of command for decision making and addressing policy questions, systems issues, and personnel practices

K4 Awareness of and sensitivity to diversity and individual differences among learners, their families and school/agency personnel, including culture, religion, gender, and sexual orientation of individual students

SKILL COMPETENCIES

S1 Perform assigned tasks under the supervision of teachers/providers in a manner consistent with professional and ethical guidelines established by the state or district/agency

S2 Willingness to participate in professional and career development opportunities

S3 Confer with principal/evaluator or supervising teachers/providers in a manner consistent with professional and ethical guidelines established by the state or district/agency

S4 Maintain a high level of competence by participating in professional development and/or career development opportunities